

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant			
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>	
Grant Period:	November 13, 2017, to August 31, 2018		
Application deadline:	5:00 p.m. Central Time, September 26, 2017	<small>Place date stamp here</small>	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060		

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Rockwall ISD	Rockwall 199901			
Vendor ID #	ESC Region #			
1756002334	10			
Mailing address		City	State	ZIP Code
1050 Williams Street		Rockwall	TX	75087-2600
Primary Contact				
First name	M.I.	Last name	Title	
Jean		Laswell	CTE Coordinator	
Telephone #	Email address		FAX #	
469-698-7055	Jean.laswell@rockwallisd.org		972-772-2488	
Secondary Contact				
First name	M.I.	Last name	Title	
Amy		Anderson	Chief Academic Officer-Secondary	
Telephone #	Email address		FAX #	
972-771-0605	Amy.anderson@rockwallisd.org		972-772-2488	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jamie		Tomalin	Executive Director of Finance
Telephone #		Email address	FAX #
972-771-0605		Jamie.tomalin@rockwallisd.org	972-772-2019
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

The Career & Technical Education Program in Rockwall ISD provides educational opportunities to more than 6,700 students in 19 different career pathways. These pathways were selected based on the regional workforce needs and the input provided by our Rockwall Career Education Program Advisory Committee consisting of local business, community members, administrators, teachers, students, and local workforce development organizations such as the Rockwall Economic Development Corporation and Interlink, Inc.

The Rockwall ISD Health Science Program is, by far, the most popular career pathway among students. The program follows a multi-level pathway approach to provide educational opportunities to 1,183 students in our District. Like many Texas school districts, there has been extensive growth in the Health Science Program over the past few years as all seek to identify new ways to provide real-world experiences for students where there is limited clinical capacity and significant competition for sites from other health science education programs, both high school and post-secondary.

Rockwall ISD currently partners with Collin College to provide an articulated dual credit curriculum for post secondary education in core content subjects. To expand this partnership, Rockwall ISD has worked with Collin College to develop articulation plans for all Career and Technical Education programs. The District is building the Dr. Gene Burton College and Career Academy to house its career education programs. The facility will also include a wing designated for Collin College to provide post-secondary educational opportunities to the Rockwall community, including dual credit courses.

Currently, Rockwall ISD provides Health Science pathways in three areas: Clinical Nursing, Emergency Medical Technician (EMT), and Pharmacy Technician. The District has established local partnerships for clinical rotations and internships with Texas Health Presbyterian Hospital Rockwall, Spine Team Texas, Rockwall Surgical Center, Rockwall Eye Care, Rockwall Emergency Medical Service, Rowlett Fire Department, CVS Pharmacy, Walgreen Pharmacy, Autumn Leaves Memory Care, and others.

With the 2017-2018 Perkins Reserve Grant, Rockwall ISD seeks to provide equipment and training to support a Health Science pathway expansion that would include opportunities to obtain certifications in: Central Sterile Processing, EKG, and Phlebotomy. Specifically, the grant will provide simulation equipment and training that will offer students substantially more laboratory experiences, such as dissections, and simulated real-world scenarios such as intravenous access, catheterizations, intubations, and ventilations. These experiences will better prepare students for clinical internships and dual credit courses or future post-secondary health science coursework.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The new simulation equipment will be integrated into the curriculum for each Health Science and Forensic Science course through curriculum writing teams during Spring 2018. Training for the new equipment will be provided to all Health Science and Forensic Science instructors. The instruction will be provided at Rockwall ISD by the product vendors, Collin College Health Science Department, and local health care industry experts.

The 2017-2018 Perkins Reserve Grant will benefit nearly 1,200 Rockwall ISD students in the coming year, and for many years to come. It will provide more hands-on laboratory experiences for students, engage students in learning, and provide new opportunities for students to explore, learn about, and become certified in the Health Science professions of Central Sterile Processing, EKG Technician, and Phlebotomy Technician.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: Rockwall 199901				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$3,500.00	\$0	\$0	\$3,500.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$5,941.00	\$	\$0	\$5,941.00
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$109,808.00	\$3,550.00	\$74,550.00	\$35,258.00
Grand total of budgeted costs (add all entries in each column):			\$119,249.00	\$3,550.00	\$74,550.00	\$44,699.00
Administrative Cost Calculation						
Enter the total grant amount requested:					\$71,000.00	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$3,550.00	

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: Rockwall 199901			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title	0	0	\$0	\$0
22	Title	0	0	\$0	\$0
23	Title	0	0	\$0	\$0
24	Subtotal employee costs:			\$0	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$0	\$0
26	6119	Professional staff extra-duty pay for training		\$0	\$3,500.00
27	6121	Support staff extra-duty pay		\$0	\$0
28	6140	Employee benefits		\$0	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$3,500.00

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: Rockwall 199901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$0	\$0
2		\$0	\$0
3		\$0	\$0
4		\$0	\$0
5		\$0	\$0
6		\$0	\$0
7		\$0	\$0
8		\$0	\$0
9		\$0	\$0
10		\$0	\$0
11		\$0	\$0
12		\$0	\$0
13		\$0	\$0
14		\$0	\$0
b. Subtotal of professional and contracted services:		\$0	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: Rockwall 199901

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval: 9 Multivein Arm Kits	\$0	\$5,941.00
Grand total:		\$0	\$5,941.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: Rockwall 199901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$0
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID:			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX—Computing Devices, capitalized					
2		0	\$0	\$0	\$0
3		0	\$0	\$0	\$0
4		0	\$0	\$0	\$0
5		0	\$0	\$0	\$0
6		0	\$0	\$0	\$0
7		0	\$0	\$0	\$0
8		0	\$0	\$0	\$0
9		0	\$0	\$0	\$0
10		0	\$0	\$0	\$0
11		0	\$0	\$0	\$0
66XX—Software, capitalized					
12		0	\$0	\$0	\$0
13		0	\$0	\$0	\$0
14		0	\$0	\$0	\$0
15		0	\$0	\$0	\$0
16		0	\$0	\$0	\$0
17		0	\$0	\$0	\$0
18		0	\$0	\$0	\$0
6639—Equipment, furniture, or vehicles					
19	SynDaver Anatomy Model & Curriculum – alternative human cadaver for guided laboratory investigations	1	\$77,420.00	\$71,000	\$6, 420.00
20	Immersion Dissection Table, Hand Crank Tray Lift	1	\$8,670.00	\$0	\$8,670.00
21	Full Body Maniken Simulator	1	\$23,718.00	\$0	\$23,718.00
22		0	\$0	\$0	\$0
23		0	\$0	\$0	\$0
24		0	\$0	\$0	\$0
25		0	\$0	\$0	\$0
26		0	\$0	\$0	\$0
27		0	\$0	\$0	\$0
28		0	\$0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$0	\$0
Grand total:				\$71,000.00	\$38,808.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: Rockwall 199901										Amendment # (for amendments only):				
Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	3,787	24.1%												
Limited English proficient (LEP)	1,159	7.4%												
Attendance rate	NA	96.6%												
Annual dropout rate (Gr 9-12)	NA	0.0%												
Teacher Category	Teacher Number	Teacher Percentage	Comment											
1-5 Years Exp.	179	18.7%												
6-10 Years Exp.	224	23.4%												
11-20 Years Exp.	375	39.1%												
20+ Years Exp.	157	16.4%												
No degree	3	3.3%												
Bachelor's Degree	636	66.4%												
Master's Degree	314	32.8%												
Doctorate	4	.4%												
Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										107	111	377	588	1,183
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	1	3	5	10

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Schedule #13—Needs Assessment

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rockwall ISD is a growing district serving Rockwall County residents with two high school campuses, three middle school campuses, 14 elementary campuses, and one alternative campus. The district develops a strategic plan every five years and is in the process of developing the next five-year plan through a strategic planning committee, community town hall meetings, and opportunities for students and parents to provide feedback in a bi-annual survey. This information is compiled into a strategic plan that takes into account the growing community diversity, the local workforce, and community needs.

Using the strategic plan, the District and campuses develop annual goals to meet the strategic plan objectives and the overall goal of improving student academic success. These goals and objectives are provided in the District Improvement Plan and in Campus Improvement Plans. Committees are developed to implement the goals and monitor progress and achievement of the goals. These committees include administrators, teachers, students, local businesses, and community members.

For Career and Technical Education programs, an annual evaluation and a district bi-annual survey helps to identify the needs, along with analysis of course requests, master scheduling, the Performance Effectiveness Review, PBMAS, TAPER, and certification reports. The Rockwall Career Education Program Advisory Committee, comprised of administrators, teachers, students, parents, businesses and community members, provides input on curriculum, software, hardware and certification needs.

Annual budgets are developed for the District, departments, and campuses, driven by the goals and objectives identified in the District and Campus Improvement Plans. Needs are prioritized based on the goals and objectives of the District Improvement Plan, their impact on student success, and budget available. Proposed budgets are reviewed by the budget committee prior to submission to the Rockwall Board of Trustees for approval.

The District's goal to "provide an academically engaging environment that celebrates student voice and cultivates a passion and purpose in life" is directly impacted by accountability goals. For Career and Technical Education, priority objectives include improving student college and career readiness through (1) increasing the number of students enrolling in and successfully completing dual credit courses; and (2) increasing the number of certifications taken and the pass rate for their certifications. The Rockwall Career Education Program Advisory Committee recommended increasing opportunities for simulation experiences to help offset the limited number of clinical sites available for rotations. Finally, the Rockwall ISD Performance Effectiveness Review indicated a lower incidence of students taking non-traditional courses than in years past. As a result, it has been identified as one of our areas for improvement.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide students with rigorous college preparatory courses and dual credit courses in high-skill, high-wage, and high-demand health science career pathways.	This grant will provide opportunities for students to pursue opportunities in health science career dual credit pathways of Central Sterile Processing, EKG Technician and/or Phlebotomy Technician.
2.	Increase the number of students taking and passing industry recognized certifications in health science pathways.	Adding pathways for EKG, Phlebotomy Technician, and Central Sterile Processing provides additional opportunities for students to gain nationally recognized certifications to enter the workforce or to use a source of income while furthering their post-secondary education. Training instructors in the use of simulation equipment and integrating it into curriculum will increase relevant student experiences influencing a positive growth in certification pass rate..
3.	Clinical experience in health science is limited by actual clinical sites available in our local community that will permit student rotations. With nearly 1,200 students interested in the Health Science pathway, and only 100 clinical spots available in the local community, there is a critical need for simulated clinical experiences. Increase the number of students taking and passing industry recognized certifications in health science pathways.	This grant will provide opportunities for simulated clinical experiences in Principles of Health Science, Medical Terminology, Health Science Theory, Anatomy & Physiology, Forensic Science, EMT, EKG, Phlebotomy, and Central Sterile Processing courses.
4.	Rockwall ISD has recently declined in student participation in non-traditional career pathways. There is a need to reverse this trend to be sure all students are provided access to all pathways.	Use new Health Science pathways and simulation equipment as recruiting tools to recruit non-traditional students in Health Science: Males for Health Science Nursing pathway; females for EMT pathway; and females for Law-Forensic Science pathway.

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Schedule #14—Management Plan

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director of CTE/Principal Dr. Gene Burton College & Career Academy	Curriculum and articulation coordination; Bachelors Degree in Business Administration; Masters in Educational Leadership; Principal Certification; Business Education Certification; 17 years in CTE education
2.	CTE Coordinator Rockwall ISD	Curriculum and articulation coordination; Bachelors Degree in Business Administration; Masters in Career & Technical Education; Principal Certification; Business Education Certification; Technology Education Certification; 11 years in education; 7 years in administration; 25+ years in business and industry
3.	Director Health Science Academies, Collin College	Articulation of Collin College Health Science courses; Ph.D., Registered Nurse; Clinical experience and experience in health science education
4.	Clinical Nursing Instructor, Rockwall ISD	Health Science instruction; Registered Nurse; 11 years clinical experience; 6 years experience in health science education

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Post-secondary articulation	1. Articulation meeting with Collin College	11/13/2017	1/15/2018
		2. Develop MOU Agreement with Collin College	11/13/2017	2/2/2018
		3. Add pathways to Academic Planning Guide	11/13/2017	1/15/2018
		4. Recruit students at campus Course Fairs	1/5/2018	3/16/2018
		5. Follow up to ensure dual credit forms are completed	3/19/2018	6/15/2018
2.	Provide simulated clinical experiences	1. Order simulation equipment	11/13/2017	12/15/17
		2. Train instructors on care and use of simulation equipment and laboratory curriculum	1/3/2018	1/29/2018
		3. Collaborate with Collin College on curriculum integration of simulators	1/3/2018	3/2/2018
		4. Pilot initial simulator lessons	3/19/2018	5/11/2018
		5. Revise lessons as needed	5/14/2018	8/31/2018
3.	Increase number of students taking and passing industry recognized certifications	1. Recruit students for new Dual Credit pathways	1/5/2018	3/16/2018
		2. Train instructors on implementation of curriculum	6/4/2018	8/31/2018
		3. Pretest students using Precision Exam software	8/20/2018	8/24/2018
		4. Review results of Precision Exam software	8/27/2018	8/31/2018
		5. Refine instruction based on Precision Exam results	8/27/2018	8/31/2018
4.	Increase non-traditional enrollment in Health Science pathways	1. Micromessaging Training Implementation	1/3/2018	1/3/2018
		2. Course recruiting materials/methods targeted for non-traditional enrollment	11/13/2017	12/15/2018
		3. Curriculum designed to integrate non-traditional gender examples	1/3/2018	3/2/2018
		4. Review enrollment data to assess non-traditional enrollment	4/1/2018	6/1/2018
		5. Adjust recruiting materials/methods as needed	6/1/2018	8/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rockwall ISD measures district-wide goals through its Plan4Learning District Improvement Plan and Campus Improvement Plans. Goals are established annually and monitored quarterly for progress. Results are provided to the Board of Trustees and communicated to the administrative staff by the Leadership Team. The Leadership team updates administrators at monthly Principal or Assistant Principal meetings or more frequently as needed through email, conference calls or virtual meetings. Principals update campus staff at monthly faculty meetings and updates students, parents, and community members through the campus website, PTA, social media, email, open house, course fairs, and other public meetings.

Rockwall ISD posts the District goals on the District website and provides monthly updates on progress toward goals at Board Meetings that are videotaped and broadcast on the District website. Teachers, students, parents and community members are asked to provide feedback on District progress in achieving goals through the bi-annual survey.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rockwall ISD is currently building the Dr. Gene Burton College and Career Academy that will house all pathway programs. This Academy was designed to provide a more cost-effective approach for all students to have access to state-of-the-art career programs, provide partnerships with businesses, and provide opportunities for dual credit coursework with Collin College. In addition, the building will provide relief from the overcrowding of the current two high schools as students travel to the Academy for two or more periods each day. The 2015 Rockwall ISD Bond will pay for the furnishing and basic equipment for each program housed at the Academy. This Grant will maximize the effectiveness of the health science program by providing simulators and training that would not otherwise be provided by the budget for the new Academy. Rockwall ISD and its CTE teachers are excited about the opening of the new Academy and are committed to its long-term success as a premier facility for real-world professional education where college and career begin for every Rockwall ISD student.

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Schedule #15—Project Evaluation

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Post-secondary articulation	1.	Progress reported quarterly in District Improvement Plan
		2.	Completed articulation plan and MOU with Collin College
		3.	Dual credit enrollment data from Skyward Student Information System
2.	Provide simulated clinical experiences	1.	Purchase and installation of SynDaver equipment and immersion table
		2.	Training of instructors
		3.	Integration of SynDaver equipment into laboratory experiences
3.	Increase the number of students taking and passing industry recognized certifications in health science pathways.	1.	Recruit students for Dual Credit Sterile Processing and Dual Credit EKG/Phlebotomy Technician
		2.	Develop certification preparation curriculum and train instructors
		3.	Documentation of certifications taken and passed in Sterile Processing, EKG Technician, and Phlebotomy Technician
4.	Increase non-traditional students in Health Science	1.	Marketing materials for new Health Science pathways, Syndaver demonstrations, Rockwall ISD website and social media
		2.	Curriculum integration of non-traditional examples
		3.	Enrollment data from Skyward Student Information System

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rockwall ISD uses the Skyward Student Information System to track student data. The Executive Director of CTE and the CTE Coordinator have access to Skyward reporting features for data collection. Student entrance and exit into the new Health Science pathways can be tracked through the Skyward system, along with:

- number of program-related certifications/licenses earned that are submitted on the PER;
- number of students earning a program-related certification/license that is reported on the PER;
- total number of program-related industry certifications/licenses earned by students;
- total number of students earning a program-related certification/license;
- number of participating students making progress toward graduation;
- average number of college credit hours earned per student;
- number and percentage of students participating in the grant program that are classified as at-risk students and the percentage of at-risk students compared to the student population from which they are drawn; and
- number and percentage of participating students that are classified as non-traditional and the percentage of non-traditional students compared to the student population from which they are drawn.

Rockwall ISD will collaborate with Collin College faculty to design an observation form for all industry experiences that includes the following information:

- strategic partnerships for all program experiences;
- number of industry experience provided to students by type;
- number of students participating in industry experiences by type; and
- quantity and kind of opportunities provided for CTE Teachers and Collin College faculty collaboration

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Career & Technical Education Program in Rockwall ISD provides educational opportunities to more than 6,700 students in 19 different career pathways. These pathways were selected based on the regional workforce needs and the input provided by The TWC North Central Workforce Board, Interlink, Inc., and our Rockwall Career Education Program Advisory Committee consisting of local business, community members, administrators, teachers, students, and local workforce development organizations such as the Rockwall Economic Development Corporation and Interlink, Inc.

Based on the occupational trends for Texas and our local area, Health Science was selected as one of the greatest areas of needs. According to the U.S. Department of Labor O'Net database, registered nurse is the career with the highest salary and largest projected annual openings. A 2017 Interlink, Inc. survey identified health care as one of the top five high-skill, high-wage, high-need workforce areas for Rockwall County.

In the most recent O'Net reports, Rockwall County growth for medical and health services employment has grown by 7.78%, versus 2.07% statewide. The demand for health services employees is high, yet the need is still great. The Texas Department of State Health Services reports the statewide average number of persons per registered nurse is 140.3, while Rockwall County averages 182.1 persons per registered nurse. Similar shortages were reported for LVNs, and other health service providers. This trend is expected to continue for the next ten years and beyond. As a result of these findings, Rockwall ISD has chosen to expand its health science opportunities for students seeking careers in the health care professions.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

With the 2017-2018 Perkins Reserve Grant, Rockwall ISD seeks to provide equipment and training to support the Health Science pathway expansion, providing simulated anatomy and dissection experience to all Health Science and Forensic Science pathway students. The goal is for students to learn more about the anatomical make up of the body and be able to physically manipulate the tissues and organs. SynDaver offers a unique approach to the dissection process by using a synthetic cadaver. This cadaver is anatomically accurate and looks and feels like a real cadaver with blood flow and respiratory function. Anatomy & Physiology and Forensic Science students will be able to identify and label structures in a lab environment rather than just relying on two-dimensional drawings. Our Health Science Clinical, EMT students, Central Sterile Processing, EKG, and Phlebotomy students will benefit from SynDaver by having a hands on approach to phlebotomy, intravenous access, catheterizations, intubations, ventilations, etc. Dissection labs will be expanded to the whole body rather than just five individual organs. Currently, we use dissection teaching once per academic term or six times per year. With the addition of SynDaver, we are planning to incorporate dissection labs on a biweekly basis, thus quadrupling our hands on lab time.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Upon entry to the Health Science Pathway, students start out in the Principles of Health Science introductory course that offers the opportunity to explore different careers in the medical field, insurance and funding, availability of healthcare, community health, and basic body systems. After completing this introduction, the students take an extensive Medical Terminology course. The students learn the Latin roots and how to breakdown words to determine meaning. After successful completion of this level, the students progress to a Health Science Theory lab-based course or a Health Science Theory with clinical placement. In the lab-based course the students spend two hours each day learning everything from assessment and vitals to biotechnology and end of life care. In the clinical course, students also gain invaluable observation experience in all areas of the hospital, long term care, and office settings. The students go to Texas Health Presbyterian Hospital Rockwall where they rotate through 18 different units including the operating room, emergency room, radiology, pharmacy, labor and delivery, and beyond. Students at this level are encouraged to enroll in Anatomy and Physiology to supplement their understanding of the body systems. Our Anatomy and Physiology course is taught at a college level with high expectations. As seniors, students then move forward to choose a course that suits their passion in medicine. At this level, they currently have the option of EMT Basic certification, Pharmacy Technician certification, Medical Internship, or Forensic Science.

With the opening of the new Dr. Gene Burton College & Career Academy, Rockwall ISD seeks to expand health science pathways beyond EMT, Pharmacy Technician, and Clinical Rotations. In the Fall of 2018, students will have the opportunity to enroll in Collin College dual credit programs for Central Sterile Processing (pre-surgical technician) certification, Phlebotomy Technician certification and EKG certifications. Students will have the opportunity to earn up to 28 college credits through this program, plus core academic dual credit coursework. In 2019-2020, the Certified Nursing Assistant program will be added for a combined Patient Care Technician certification. Ultimately, students will be able to transfer from Rockwall ISD into the Collin College Bachelor of Science Nursing Program upon high school graduation. A sample crosswalk is provided below.

Grade(s)	High School Course	Collin College Course Articulation and/or Dual Credit
9	Principles of Health Science	Articulated with Collin College
10	Medical Terminology	Articulated with Collin College
11-12	Health Science Theory or Certified Nurse's Aid (CNA) and/or Phlebotomy Technician and/or EKG Technician	NURA 1301 Nurse Aide-Health Care NURA 1160 Clinical – Nursing Aide PLAB 1323 Phlebotomy PLAB 1160 Clinical – Phlebotomy DSAE 1340 Diagnostic Electrocardiography ECRD 1111 Electrocardiography
12	Practicum in Health Science – Central Sterile Processing	HPRS 1470 Central Sterile Processing I HPRS 1370 Central Sterile Processing II HPRS 1471 Central Sterile Processing III
Subsequent Collin College Program		AAS Health Science; Patient Care Technician Certification or Surgical Technician Certification; or Bachelor of Science in Nursing

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Rockwall ISD currently partners with Collin College to provide an articulated curriculum for post secondary education in core academic subjects and in workforce-related content areas of career and technical education. In addition, the District works with the Rockwall Chamber of Commerce and Rockwall Economic Development Corporation to obtain local partnerships for clinical rotations and internships such as those established with Texas Health Presbyterian Hospital Rockwall, Spine Team Texas, Rockwall Surgical Center, Rockwall Eye Care, Rockwall Emergency Medical Service, Rowlett Fire Department, CVS Pharmacy, Walgreen Pharmacy, Autumn Leaves Memory Care, and others to offer observation and hands on learning opportunities.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Collin College will partner with Rockwall ISD to develop curriculum for the new Health Science pathways in Central Sterile Processing, EKG, and Phlebotomy Technician. Collin College provides a rigorous framework for its curriculum while providing for input from district instructors to maximize opportunities for instruction. This collaboration provides for local industry input and flexibility in the art of instruction. Collin College may also provide its own instructors for some dual credit courses as they have a portion of the building dedicated to their own use in the new Dr. Gene Burton College and Career Academy.

Using the simulators obtained with this grant, students will experience realistic laboratory assignments that emulate the real-world and support application of rigorous content. Working with Collin College and our local business partnerships, students will have opportunities to benefit from instruction by industry experts, and participate in clinical observations and internships in their selected pathway Practicum.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The new Dr. Gene Burton College and Career Academy will provide the facilities for growth in our Health Sciences programs for the next ten years. With state of the art facilities, and a business community excited and dedicated to the success of the Academy, the program will be sustained for years to come. The new Academy Advisory Committee will provide annual program evaluation and provide recommendations for continuous improvement. Rockwall ISD is committed to continuous improvement and provides the financial and human resources to sustain its Career and Technical Education Programs. Rockwall ISD ensures that curriculum and instruction is guaranteed and viable through rigorous alignment both across campuses and with post-secondary partners.

Rockwall ISD will continue to participate in the Collin College Health Science Academy Advisory Committee. Each year the District will meet with Collin College to review and revise curriculum as needed to improve and align the content. The Rockwall ISD-Collin College articulation agreement will be reviewed and renewed annually. To extend the partnership further, Collin College will provide a representative to the Academy Advisory Committee. The maintenance of the EKG, Phlebotomy and Central Sterile Processing dual credit programs will be addressed in the Academy goals, along with opportunities for further dual credit expansion in health care and other areas.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Click and type here to enter response.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Rockwall 199901

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: Rockwall 199901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:	Amendment number (for amendments only):
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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: Rockwall 199901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify) FM Systems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Provide program materials designed to increase enrollment in non-traditional careers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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